

Conference Program [2010]

Georgia International Conference on Information Literacy

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7th Annual

October 1-2, 2010

Georgia Conference on Information Literacy

Jointly Hosted By

GEORGIA SOUTHERN UNIVERSITY

- Zach S. Henderson Library
- College of Liberal Arts & Social Sciences, Department of Writing & Linguistics
- College of Education
- Continuing Education Center

**Coastal Georgia Center
Savannah, GA**

<http://ceps.georgiasouthern.edu/conted/infolit.html>

KEYNOTE SPEAKER

Esther Grassian

Information Literacy Librarian,
UCLA College Library, Los Angeles, CA



Conference Overview

Thursday, September 30

- | | |
|----------------|--|
| 5:30 – 6:30 PM | Conference Registration |
| 6:00 – 7:30 PM | Conference Reception and Film
The Hollywood Librarian |

Friday, October 1

- | | |
|------------------|------------------------------------|
| 7:30 – 8:30 AM | Continental Breakfast/Registration |
| 8:30 – 10:00 AM | Concurrent Presentations |
| 10:00 – 10:15 AM | Break |
| 10:15 – 11:45 AM | Concurrent Presentations |
| 11:45 – 12:45 PM | Luncheon |
| 12:45 – 1:45 PM | Concurrent Presentations |
| 1:45 – 2:00 PM | Break |
| 2:00 – 3:30 PM | Concurrent Presentations |
| 3:30 – 4:00 PM | Beverage and Snack Break |
| 4:00 – 5:30 PM | Concurrent Presentations |

Saturday, October 2

- | | |
|------------------|------------------------------------|
| 7:30 – 8:30 AM | Continental Breakfast/Registration |
| 8:30 – 9:30 AM | Keynote Presentation |
| 9:30 – 9:45 AM | Break |
| 9:45 – 10:45 AM | Concurrent Presentations |
| 10:45 – 11:00 AM | Break |
| 11:00 – 12:30 PM | Concurrent Presentations |
| 12:30 PM | Distribution of Box Lunches |
| 1:00 – 4:00 PM | Citation Project Workshop |

ROOM 1002

CHAIR: Janice Walker, Associate Professor, Department of Writing and Linguistics, College of Liberal Arts and Social Sciences, Georgia Southern University, Statesboro, GA

8:30 – 9:00 AM

WHAT DO WE MEAN BY “INFORMATION LITERACY”?

Dolsy Smith, Gelman Library, The Georgia Washington University, Washington, DC

“Information literacy” means more than evaluating websites; it means more than citing sources; it means more than knowing scholarly from popular. Fundamentally, the trope of “information literacy” responds to the demand to produce, on the one hand, citizens capable of normative rational discourse, and on the other hand, workers at home in the ubiquitous medium of the document. The aim of this presentation is to untangle some of the contradictions latent in the coupling of these demands, and to gesture toward a more rhetorically and materially aware approach to the study of information literacy.

9:00 – 9:30 AM

TEACHING INFORMATION LITERACY THROUGH SENIOR PROJECTS

Lisha Li, Library and Information Center, Georgia Institute of Technology, Atlanta, GA

Teaching information literacy skills through undergraduate projects can be an effective way to educate today's engineers in research. The librarian involved in an undergraduate course that requires student team projects through-out the semester and developed a library workshop, research guide and follow-up consultation sessions based on course syllabus, projects features, and the nature of resources available. This presentation shares experience in the implementation and the results of the information literacy workshop.

9:30 – 10:00 AM

IC @ GHC: ASSESSING INFORMATION LITERACY SKILLS ACROSS THE CURRICULUM AND ON A BUDGET

Cindy Wheeler, Assistant Professor of English, Georgia Highlands College, Rome, GA and Teresa Hutchins, Assistant Professor of Political Science, Georgia Highlands College, Cartersville, GA

The rationale and origination of the Georgia Highlands College Information Literacy plan will be discussed, highlighting the grassroots approach that was utilized in order to encourage faculty involvement and control costs in a two-year college environment. Program tactics will be addressed, including assessment tool creation, program promotion and faculty training. Flexible incorporation and assessment of information competency in several implementation areas will be explored, and research findings from the past two years of plan implementation will be reported.

ROOM 1220A

CHAIR: Alex Hodges, Division of Research, Teaching & Learning, American University Library, American University, Washington, DC

8:30 – 10:00 AM

TEACHERS, PARTNERS, CO-MENTORS: COLLABORATING TO IMPROVE RESEARCH AND WRITING INSTRUCTION

Alex Hodges, Division of Research, Teaching & Learning, American University Library; Alison Thomas, Department of Literature, College of Arts & Sciences, American University; & Patricia J. West, Division of Research, Teaching & Learning, American University Library, American University, Washington, DC

This presentation showcases the collaborative work of American University's College Writing Program-Library committee, which was created to improve learning goals for teaching research to first-year writing students. In 2009 the committee developed a codified vision for information literacy instruction, with the goal of invigorating (and in some cases, reinvigorating) the teaching of research skills to both new and seasoned librarians and writing instructors. To facilitate the collaboration, the committee created several instructional modules that promote discussion between teaching partners about classroom values. The presenters will share and demonstrate some examples of the teaching modules.

ROOM 1005

CHAIR: Judith L. Repman, Professor, Department of Leadership, Technology and Human Development, College of Education, Georgia Southern University, Statesboro, GA

8:30 – 9:00 AM

USING FREELY AVAILABLE SOFTWARE IN INFORMATION LITERACY INSTRUCTION

M. Leslie Madden, Georgia State University, Atlanta, GA

This presentation will focus on four software programs that are available at no cost on the Internet and will describe how each may be used in information literacy instruction. The presentation will offer practical ways to implement the highlighted software in any library setting and will briefly discuss strategies for assessing learning objects created with the programs.

9:00 – 9:30 AM

TEACHING DIGITAL CONTENT PRODUCTION SKILLS USING OPEN SOURCE SOFTWARE

Kairui Chen, Georgia Gwinnett College, Lawrenceville, GA

Contributor to this presentation not in attendance: Xin Xu, Georgia Gwinnett College, Lawrenceville, GA

In this presentation, the overall structure of the digital media course at Georgia Gwinnett College will be introduced. The projects designed for this course will be shared. All five open source software adopted in this course will be discussed including Media Wiki, GIMP, Inkscape, Audacity and Blender.

ROOM 212

CHAIR: Rebecca Ziegler, Information Services Librarian, Zach S. Henderson Library, Georgia Southern University, Statesboro, GA

8:30 – 9:00 AM

BUILDING A FIRST-YEAR INFORMATION LITERACY EXPERIENCE: INTEGRATING BEST PRACTICES IN EDUCATION AND ACRL IL STANDARDS

Elana Karshmer and Jacalyn Bryan, Cannon Memorial Library, Saint Leo University, Saint Leo, FL

This program will discuss the applications and implementation issues arising from the development of a first-year IL instruction approach that integrates ACRL best practices in IL and the McREL (Mid-continent Research for Education and Learning) strategies for effective teaching. The combination of ACRL IL standards with the McREL strategies is an innovative approach to designing instruction sessions that take into account educational practices from both traditional library instruction scenarios and current trends in the field of education.

9:00 – 9:30 AM

TEACHING TO LEARN OR USING INFORMATION LITERACY SKILLS TO TEACH THE HISTORY OF SOUTHEASTERN OKLAHOMA STATE UNIVERSITY

Kathryn Plunkett, Southeastern Oklahoma State University, Durant, OK

“Teaching to Learn” is the motto behind the design of hands-on learning experience covered in this presentation. Hear how freshmen education majors learned the history of their university by teaching it to their peers; all while building friendships, campus pride, information literacy, public speaking, and technology skills.

9:30 – 10:00 AM

ESTABLISHING AND TEACHING A CREDIT-BEARING LIBRARY COURSE

Tony Doyle, Hunter College Library, Hunter College, New York NY

Have you thought about establishing a credit-bearing research methods course on your campus but aren’t sure where to begin? Are you seeking ideas for teaching a successful research methods course? This presentation will address both questions in the light of my considerable experience in developing, proposing, and teaching such a course.

ROOM 111

CHAIR: Natalie Clewell, Librarian, West Georgia Technical College, Douglasville, GA

8:30 – 10:00 AM

EMBEDDED LIBRARIANS IN THE ONLINE TECHNICAL COLLEGE CLASSROOM: COLLABORATION ACROSS THE CURRICULUM

Natalie Clewell, Librarian, West Georgia Technical College, Douglasville, GA; and Lois Manning, Clinical Coordinator, Dental Hygiene, West Georgia Technical College, Douglasville, GA

Contributor to this presentation not in attendance: Nihal Gunay, Dean, School of Distance Learning, West Georgia Technical College, Newnan, GA

This presentation will explore West Georgia Technical College’s attempt to bring information literacy instruction to the online environment utilizing an embedded librarian. Come discuss what has worked, what hasn’t and where we plan to go with this project in the future.

ROOM 1220B

CHAIR: Angiah Davis, Robert W. Woodruff Library of the Atlanta University Center, Atlanta, GA

8:30 – 10:00 AM

LIBRARIANS ON DEMAND: OFFERING INSTRUCTION AND REFERENCE SERVICE ANYTIME THEY WANT IT AND ANYWHERE THEY WANT IT

Angiah Davis, Kimberley Bugg, and Carla Fredd, Robert W. Woodruff Library of the Atlanta University Center, Atlanta, GA

This presentation will inform the audience about the challenges that Woodruff Library faced in providing services to a variety of campuses such as location, connectivity, access, time constraints, etc. This presentation will also address how Woodruff turned the challenges into opportunities to move library services beyond the building. This process allowed for better integration with departmental activities and student projects. If time allows, participants will be able to present some challenges that they face on their own campuses and collaborate with colleagues about possible solutions.

10:00 – 10:15 A.M. • BREAK

OUR THANKS TO OUR EXHIBITORS

Georgia COMO (Council of Media Organizations) Annual Conference

Georgia Educational Learning Center

Pinata Publishing

ROOM 100

CHAIR: Stephanie Jones, Associate Professor, Department of Leadership, Technology and Human Development, College of Education, Georgia Southern University, Statesboro, GA

10:15 – 10:45 AM

REFWORKS AS PEDAGOGY: MODELING RESEARCH AS SCHOLARLY CONVERSATION

Bill Gillis, Reference, Instruction Librarian and Phyllis Mentzell Ryder, Associate Professor of Writing, University Writing Program, The George Washington University, Washington, DC

Phyllis Mentzell Ryder and Bill Gillis incorporate RefWorks, the web-based bibliographic management tool, into the writing classroom. This faculty/librarian pair's use of RefWorks encourages and promotes a sophisticated understanding of the research process and underscores critical pedagogical lessons that help students think about and use RefWorks as something more than a "bibliography generator." By framing research rhetorically, students go beyond traditional research "skills" to engage their sources critically and put them in conversation with other sources, community organizations and documents, class readings, and their peers.

10:45 – 11:15 AM

VIRTUAL LIBRARIES TO SUPPORT INFORMATION LITERACY

Betty J. Morris and Stephanie Griffin, Jacksonville State University, Jacksonville, AL

Information literacy skills highlighted in a virtual library keeps research at the forefront of student learning and teacher instruction. Information literacy web sites, appropriate for a virtual library, will be shared with participants in the workshop. Handouts will include an annotated list of web sites appropriate for a virtual library on the subject of information literacy. This workshop will offer creative ideas on how to present information literacy skills in a new and innovative approach.

11:15 – 11:45 AM

HISTORY AND FUTURE OF THE BOOK: AN INFORMATION LITERACY CONDUIT

Robert D. Whipple, Jr., Creighton University, Omaha, NE

An examination of an undergraduate course in the history and future of traditional and not-so-traditional books, including digital books, ebooks, Kindles, iPads, and similar artifacts, this presentation will show how a historical examination of literacy technologies leads to students' greater understanding of how humans consume and produce information.

ROOM 111

CHAIR: Diana Hartle, Science Library, University of Georgia, Athens, GA

10:15 – 11:45 AM

WHY YES! WE DO MAKE HOUSE CALLS: ACADEMIC DEPARTMENT OUTREACH AT THE UNIVERSITY OF GEORGIA

Diana Hartle, Science Library; Sheila Devaney, Main Library; and Ian Thomas, Science Library, University of Georgia, Athens, GA

Three librarians from the University of Georgia share the successes and challenges of holding office hours in various academic departments across the University of Georgia campus. Successes include meeting departmental faculty and students; identifying research trends in the departments; and being available in the researcher's department. Challenges include successfully advertising availability; finding an appropriate area to conduct the office hours; and justifying the time spent away from the library.

ROOM 212

10:15 – 11:00 AM

USING EMERGING TECHNOLOGIES TO TEACH RESEARCH: THE LIBRARY/ENGLISH DEPARTMENT VIDEO COLLABORATION

Thomas Peele, Boise State University, Boise, ID

Contributors to this presentation not in attendance: Melissa Keith and Sara Seely, Boise State University, Boise, ID

In this presentation, I will describe the collaborative efforts of librarians and English faculty to improve the teaching of information literacy in English 102: Introduction to College Research and Writing. There are two major efforts in our collaboration: the creation of a series of over 40 information literacy instructional videos, and the linking of English 102 with University 106: Library Research. Our process of collaboration and the results of our survey and portfolio assessments will be presented.

11:00 – 11:45 AM

"I FOUND IT ON FACEBOOK": SOCIAL MEDIA AND THE ACRL INFORMATION LITERACY STANDARDS

Teresa Grettano, Department of English and Theatre and Donna Mazziotti, Weinberg Memorial Library, The University of Scranton, Scranton, PA

In March of this year, Facebook outpaced Google to become the most visited website in the U.S., solidifying the centrality of social media in our students' lives. In this presentation, an English professor and university librarian will illustrate how users on social media websites like Facebook are practicing traditional information literacy skills while developing new ones. The presenters will speculate the implications of these evolving user behaviors and attitudes for the Information Literacy Standards.

ROOM 1220A

CHAIR: Flor A. Culpa-Bondal, Georgia College & State University, Milledgeville, GA

10:15 – 11:45 AM

HEALTHCARE LITERACY IN A WEB 2.0 ENVIRONMENT

Flor A. Culpa-Bondal, Jeanne Sewell and Martha Colvin, Georgia College & State University, Milledgeville, GA

The primary purpose of this presentation is to share results from an exploratory research study on the uses and literacy of Web 2.0 tools by students, faculty, community healthcare workers, and consumers of healthcare. The audience of this presentation can utilize the data to design educational health science curricula and general healthcare curricula programs and assist in planning interventions to connect healthcare communities efficiently using Web 2.0 tools.

ROOM 1002

CHAIR: Randall McClure, Georgia Southern University, Statesboro, GA

10:15 – 11:45 AM

SCAFFOLDING INFORMATION LITERACY LEARNING OUTCOMES FOR THE GA CORE CURRICULUM

Randall McClure, Kathy Albertson and Lisa Smith, Georgia Southern University, Statesboro, GA

The presentation is designed for conference attendees interested in the assessment of information literacy in both the general education curriculum and the undergraduate experience on their campuses on across their systems of higher education. First, the speakers offer a set of information literacy learning outcomes scaffolded and arranged for undergraduate students on their campus. Second, the speakers ask for feedback on the outcomes from session participants. Third, the presenters discuss their plans for a pilot assessment using the outcomes to assess the incoming information literacy skills of first-year students.

ROOM 1005

CHAIR: Nancy Noe, Auburn University Libraries, Draughton Library, Auburn, AL

10:15 – 10:45 AM

PREVENTING DEPRESSION: USING CONFLICT-OF-INTEREST IN MEDICINE TO TEACH INFORMATION LITERACY

Philip Smith, & Jonathan Leo, Debusk College of Osteopathic Medicine, Lincoln Memorial University, Harrogate, TN

Central to developing fluid competency in information literacy is engaging with it in a situated context. Rather than presenting searching, evaluating, and using skills in an abstract linear format, we present students with a provocative case study involving Dr. Leo and the editors of JAMA which compels them to simultaneously engage a number of information literacy competencies and skills from a variety of approaches and angles. Dr. Leo will begin the presentation with an overview of the JAMA study, his critique, the rejoinder by the JAMA editors, and some of the commentary the quarrel generated on blogs and news sites. Information literacy librarian Philip Smith will then discuss how this controversy can be used to promote active learning of many key information literacy concepts.

10:45 – 11:15 AM

HANG-GLIDING FROM BI TO IL

Kelly Rhodes McBride, Appalachian State University, Boone, NC

This presentation will outline the process, which includes the revision and implementation of the University's New General Education Program, the development of academically-centered First Year programs, and the building of partnerships between librarians and classroom faculty. Learn how we got here from there, leaping into the unknown and hopefully gliding toward our ultimate goal of creating a solid information literacy foundation for students at Appalachian.

11:15 – 11:45 AM

LIBRARY INSTRUCTION MARKETING: PLANNING AND ASSESSMENT

Emily Rogers and Laura B. Wright, Odum Library, Valdosta State University, Valdosta, GA

Information literacy and library instruction is vital, but proving the value of this service to faculty and students can be challenging. By collaborating on a marketing plan for library instruction, the marketing librarian and the library instructional coordinator at Valdosta State University have increased the visibility and range of library instruction across campus. This presentation shares the results of creating, implementing, and assessing a marketing plan for library instruction.

ROOM 1220B

CHAIR: Melissa Langridge, Niagara University, Niagara University, NY

10:15 – 11:45 AM

PLEase MAKE IL INSTRUCTION EASY: APPLYING EDUCATIONAL THEORY TO CREATE ACTIVE LEARNING LESSON PLANS

Melissa Langridge, Stephanie Meyer, Niagara University, Niagara University, NY and Ellie Jones, Medaille College, Buffalo, NY

This workshop will introduce the concept of a Planned Learning Experience to enhance active learning in User Education. Participants will understand how utilizing educational theory will help create faculty-librarian collaboration and the ability to market your library instruction program to the institution. The goal of this workshop is to create a learning environment in which librarians spend more time working on the PLE rather than listening about the benefits of using one.

11:45 A.M. – 12:45 P.M. • CONFERENCE LUNCHEON

COASTAL GEORGIA CENTER DINING HALL

ROOM 1220A

12:45 – 1:15 PM

ENABLING ACCESS, ASSESSING IMPACT: SUBJECT GUIDES 2.0*Kristina DeVoe, Samuel L. Paley Library, Temple University, Philadelphia, PA*

In this presentation, the speaker will discuss a quasi-experimental study conducted in Fall 2009 and Spring 2010 with 24 sections of a research-based "Public Speaking" to discover whether access to and use of LibGuides leads to not only better quality student research, but also more sophisticated and significant use of library research resources.

1:15 – 1:45 PM

TACKLING THE "PROBLEM" RESEARCH ASSIGNMENT: STRATEGIES FOR SUCCESS*Nancy Noe and Juliet Rumble, Auburn University Libraries, Draughon Library, Auburn, AL*

Librarians often receive requests from well-intentioned faculty for tours and classes predicated upon unspecified learning objectives, poorly designed library assignments, and unrealistic or outdated expectations of how and why a library session should be conducted. How do librarians say "No" to these types of requests while still saying "Yes"? This discussion will suggest several strategies for negotiating with faculty to incorporate student-centered learning outcomes and best practice pedagogies into library assignments and instruction sessions.

ROOM 100

12:45 – 1:45 PM

LOST IN TRANSLATION: CREATING A COMMON LANGUAGE FOR INFORMATION LITERACY ACROSS DISCIPLINES*Emily Frigo and Mary O'Kelly, Grand Valley State University, Allendale and Grand Rapids, MI*

The Libraries of Grand Valley State University (GVSU) crafted an Information Literacy Core Competencies document during Fall 2008 for adoption by the larger GVSU community. The competencies document was an attempt to clarify information literacy concepts in a manner that speaks to the broader academic community using intentionally inclusive language. Attendees will hear what worked, and what needs work, when a large comprehensive university allows a faculty-driven initiative to define and implement a far-reaching information literacy guidance document.

Our thanks to Jodi Tyron, Scholarly Communications Initiatives Coordinator at GVSU, for her co-authorship and work in preparing this presentation.

ROOM 1220B

12:45 – 1:45 PM

SAY IT QUICKLY: USING PECHA KUCHA TO HONE STUDENTS' RESEARCH AND PRESENTATION SKILLS*Sarah E. Crest, A. S. Cook Library, Towson University, Towson, MD and Simmona Simmons, A. O. Kuhn Library, University of Maryland Baltimore County, Baltimore, MD*

This interactive session will focus on using Pecha Kucha to help students – hone their research skills, analyze and digest the information they find, and present meaningful information in a professional yet succinct manner. The 6:40 limit imposed on this style of PowerPoint presentation encourages students present the most relevant information. Presenters will also discuss grading rubrics and assessment. Attendees will work in small groups to create their own Pecha Kucha presentations.

ROOM 111

12:45 – 1:45 PM

DIGITAL PUBLISHING AND ARCHIVAL INTEGRITY: DO ONLINE TEXTS THREATEN HISTORY?*Michael Pemberton and Janice Walker, Georgia Southern University, Statesboro, GA*

This panel/roundtable discussion will invite audience participation to consider how online publication practices are beginning to change our traditional understandings of what constitutes a stable text. As editors, members of editorial boards, and authors, we will consider personally, theoretically, and anecdotally some of the dilemmas we are currently grappling with in this regard, particularly as they affect our understandings of "publication," the integrity of published texts, our responsibilities to current and future scholars, and the compelling possibilities enabled by digital media.

ROOM 1005

12:45 – 1:15 PM

PROMOTING ENGAGED CITIZENSHIP THROUGH INFORMATION LITERACY*Maria Albo Carabelli, North Georgia College & State University, Dahlonega, GA*

Today's college students as part of the Millennial Generation are composed of natural computer users who expect information at their fingertips. This makes the Internet a valuable resource in the creation of engaged citizens. The project, "Promoting Engaged Citizenship Through Information Literacy" is designed to raise student awareness as to the wealth of government information available via the Internet in an effort to encourage long term political participation by focusing on "obtaining information" rather than "retaining information".

1:15 – 1:45 PM

USING INFORMATION PRACTICES TO CROSS DISCIPLINARY BOUNDARIES*Lisa McNair, Virginia Tech, Blacksburg, VA*

This presentation is based on several cases of graduate students using bibliometric approaches to explore their research topics from different angles. Although many topics are sparsely documented when situated within engineering education, relevant research from other disciplines can usually be found. By analyzing the interrelationships of work in and across different fields, students can learn to recognize and interpret existing frameworks that have not yet been used in engineering education. Also, by conducting citation and content analyses within engineering education venues, students can locate gaps in the literature and learn about the networks of knowledge production within their field. The cases in this presentation describe both instances (within and outside of field) and demonstrate that students increase their information literacy by analyzing and interpreting knowledge networks. Furthermore, this kind of activity, applied to writing, can prepare students to effectively contribute to the knowledge structures of an emerging interdisciplinary area.

ROOM 1002

12:45 – 1:45 PM

TRANSFER OF INFORMATION LITERACY IN COLLEGE WRITING: THE ROLE OF GENRE AND REFLECTION IN LEARNING AC

Liane Robertson and Kara Taczak, Florida State University, Tallahassee, FL

This panel explores a curriculum design based in genre, reflection, and rhetorical awareness for first-year composition that addresses the role of transfer in helping college students prepare for multidisciplinary writing contexts in college. Based on two separate but related studies conducted at Florida State University, this panel suggests a specific approach to the design of a first-year composition course that fosters transfer.

ROOM 212

12:45 – 1:45 PM

SUBJECTS IN THEIR OWN LEARNING: A LEARNER-DRIVEN APPROACH TO LIBRARY INSTRUCTION

Tolonda Henderson, Gelman library, George Washington University, Washington, DC

Active learning strives for instruction that is learner-centered, but does not necessarily disrupt the dichotomy of the librarian instructor as the owner of knowledge and students as recipients. This session will introduce a learner-driven approach that not only encourages students to think for themselves, but also values the knowledge they bring into the classroom and the frameworks they already possess with which to construct meaning. Inspired by the work of Paulo Friere, this approach frees the student to drive the 'why' of learning, as well as the 'how.'

1:45 – 2:00 P.M. • BREAK

2010 Planning Committee @ Georgia Southern University

Thomas Case, Professor and Chair

Department of Information Systems, College of Information Technology

Timothy Giles, Associate Professor

Department of Writing and Linguistics, College of Liberal Arts and Social Sciences

Stephanie Jones, Associate Professor

Department of Leadership, Technology and Human Development, College of Education

W. Bede Mitchell, Dean of the Library and University Librarian

Zach S. Henderson Library

Judith L. Repman, Professor

Department of Leadership, Technology and Human Development, College of Education

Janice Walker, Professor

Department of Writing and Linguistics, College of Liberal Arts and Social Sciences

Rebecca Ziegler, Information Services Librarian

Zach S. Henderson Library

Conference Staff @ the Continuing Education Center

Janice Reynolds, Program Development Specialist

Marie Alston Williams, Assistant Program Development Specialist

Barbara Weiss, Web and Graphic Design

ROOM 1220A

CHAIR: Sofia Slutskaya, Decatur Campus Library, Georgia Perimeter College, Decatur, GA

2:00 – 3:30 PM

BRINGING LIBRARY RESOURCES TO THE ONLINE CLASSROOM: BUILDING FACULTY-LIBRARIAN PARTNERSHIPS

Sofia Slutskaya, Decatur Campus Library, Georgia Perimeter College, Decatur, GA; and Rebecca Rose, Georgia Perimeter College, Covington, GA

Contributor to this presentation not in attendance: Amelia Glawe, Jim Cherry Learning Resources Center, Georgia Perimeter College, Clarkston, GA

This presentation discusses ways faculty-librarian collaboration can promote library resources and information literacy by incorporating library resources into course management systems (iCollege, blackboard), collaborating with faculty on electronic pathfinders (Libguides), and embedding virtual reference tools into online classes (ask-a-librarian widget). This presentation also looks at statistical evidence demonstrating increased usage of the digital classroom tools.

ROOM 111

CHAIR: Anita Ondrusek, Valdosta State University, Valdosta, GA

2:00 – 3:30 PM

TEACHING CAN BE TAUGHT . . . WISDOM WILL FOLLOW

Anita Ondrusek, Valdosta State University, Valdosta, GA; Vivian Bynoe, Savannah Technical College; Ruth Faircloth, Middle Georgia Technical College Library, Warner Robins, GA; Betty Wright, Georgia State University Law Library, Atlanta, GA; Kathryn Leache, Lucius E. and Elsie C. Burch, Jr. Library, Collierville, TN

Contributor to this presentation not in attendance: Stephanie Crane, Central Georgia Technical College, Milledgeville, GA

Robert Gagne proposed that instruction can be framed into nine events, and these “events” still endure as one of the standards for designing presentations. In the Information Literacy course at Valdosta State University, students learn to create lessons based on Gagne’s approach. A group of graduates from that program will demonstrate how to develop teaching presentations based on the Gagne model. A follow-up discussion will center upon how this type of formulaic teaching can precipitate deeper thinking about the art of teaching. Links to lesson plans will be included.

ROOM 1220B

CHAIR: Janice Walker, Associate Professor, Department of Writing and Linguistics, Georgia Southern University, Statesboro, GA

2:00 – 2:30 PM

ELECTRONIC RESERVE COPYRIGHT & YOU

Martin Dunlap, West Virginia University, Morgantown, WV

eReserve systems are very popular at Colleges and Universities. This paper seeks to show some best practices for their efficient use. Easy student and faculty access while maintaining security for data will be covered in depth. The addition of audio and video files ups the ante for security. Copyright and Fair use issues are discussed as well.

2:30 – 3:00 PM

THE VERY IDEA!: TEACHING INFORMATION LITERACY CONCEPTS IN THE LIBERAL ARTS ENVIRONMENT

Jason Ezell and Philip Smith, Lincoln Memorial University, Harrogate, TN

Imagine information literacy as a hot topic – not among professionals at a conference but among the students themselves. In emphasizing information literacy concepts – prior to focus on skills – in our information literacy instruction, we’ve found students to be naturally engaged with information literacy as a whole. Taking understanding “the economic, legal, and social issues surrounding the use of information” as the first – rather than the last – step in information literacy instruction, we hope to have more naturally committed students to information literacy as a valuable concept as well as a needed skill. We’d like to share our philosophy, selected texts, discussions, and assignments/projects in this session.

3:00 – 3:30 PM

YES, VIRGINIA, YOU ARE THE AUTHORITY IN THIS WIKI: USING WIKI TECHNOLOGY IN THE WRITING CLASSROOM

Tina Plottel, Gelman Library and Danika Myers, Georgia Washington University, Washington, DC

This presentation focuses on our experiences using Wiki technology as a tool to teach research, scholarship, and scholarly modes of writing ranging from basic summary to annotated bibliography. We are an instructor and librarian who collaborate on a University Writing 20 (UW 20) course, a required, four-credit, topic-based rhetoric and composition class at The George Washington University.

ROOM 1002

CHAIR: Barbara Alderman, Brevard Community College/University of Central Florida Joint-Use Library, University of Central Florida, Cocoa, FL

2:00 – 3:30 PM

MULTIPLE PARTNERSHIPS FOR STUDENT INFORMATION LITERACY - LIBRARY, WRITING CENTER, FACULTY, AND ADMINISTRATION

Barbara Alderman, Barbara Rau Kyle and Andrew Todd, Brevard Community College/University of Central Florida Joint-Use Library, University of Central Florida, Cocoa, FL

A collaboration among librarians, writing center coordinators, teaching faculty, and administrators at a regional campus to create information literacy workshops as part of a three year QAP. The writing center and the library jointly taught the sessions. Baseline and intervention groups of students participated in this grant to view the impact of the library/writing center partnership.

ROOM 1005

2:00 – 3:30 PM

THE RESEARCH EXPERIENCE FOR EDUCATION GRADUATE STUDENTS: A MIXED METHOD STUDY

Barbara A. Blummer, Center for Computing Sciences, Bowie, MD

We present results from a mixed-method study of education graduate students' information seeking behavior to inform the development of relevant instructional guides. Quantitative measures included a survey of students' research strategies. Semi-structured interviews with 5 participations were also conducted.

ROOM 212

CHAIR: Rebecca Ziegler, Information Services Librarian, Zach S. Henderson Library, Georgia Southern University, Statesboro, GA

2:00 – 2:45 PM

GROWING PAINS: REMODELING AN ENGLISH 1101 TO INCORPORATE INFORMATION LITERACY

Katherine Ott and Kara Mullen, Clayton State University Library, Morrow, GA

At Clayton State University we try to teach the same concepts to the students of English 1101. This year we started the process of updating what we teach to incorporate more information literacy standards. Come discuss the team's process, what we've accomplished, and what we expect to do next.

2:45 – 3:30 PM

A COLLABORATION MADE IN HEAVEN: ENGLISH 1101 & INFORMATION LITERACY

Nancy Moore, Department of English, Columbus State University, Columbus, GA

Contributor to this presentation not in attendance: Paula M. Adams, Simon Schwob Memorial Library, Columbus State University, Columbus, GA

Columbus State University English Professor, Nancy Moore and Instruction Coordinator and library liaison Paula Adams, will discuss their collaborative teamwork on an ENG 1101 course in the fall of 2009. The goal was to create an assignment that would better engage students in the writing and research process. The assignment was constructed based on the students' absolute most favorite topic: THEMSELVES!

3:30 – 4:00 P.M. • BEVERAGE AND SNACK BREAK

LOGGING ON TO THE WIRELESS NETWORK HERE AT THE COASTAL GEORGIA CENTER



Select the **gsuguest** network in your list of wireless networks.

Double click Internet Explorer (or whatever browser you are using).

The page shown at left will appear.

In the Guest Username field, type **cgcguest**

In the Password field, type **CGC2009!**

Click the drop-down menu at the User Type field and select **Special Login**.

Click the Login button.

ROOM 1220A

CHAIR: W. Bede Mitchell, Dean of the Library and University Librarian, Zach S. Henderson Library, Georgia Southern University, Statesboro, GA

4:00 – 4:30 PM

VISUAL PLAGIARISM COPYRIGHT LAW AND ETHICS

Edward Rushton, Georgia Southern University, Statesboro, GA

Technology and the wide spread use of the internet has made so much visual material so widely circulated from which one can easily copy. Does copyright law still protect and encourage creativity? While we better understand what constitutes plagiarism with literal matter, how well does our culture understand copyright law, fair use and ethics in coping intellectual property that is visual?

4:30 – 5:00 PM

PEDAGOGIES FOR DECONSTRUCTING VISUAL ARGUMENTS

Nat Hardy, Savannah State University, Savannah, GA

This presentation will provide a variety of pedagogical approaches to teaching visual rhetoric. In an age of visual learners, students often lack the critical skills necessary to make sense of the many visual arguments they confront. By understanding what visual rhetoric is and how it functions, students can use their own critical thinking skills to unravel image meaning and intent in visual arguments.

ROOM 100

CHAIR: Caren Agata, Savannah State University, Savannah, GA

4:00 – 5:30 PM

FORGING FACULTY LIBRARIAN COLLABORATIONS IN INFORMATION LITERACY

Caren Agata, Louise Wyche, Lauren Kirkland, Dr. Lisa Yount and Dr. Bernita Berry, Savannah State University, Savannah, GA

Savannah State University Library received grant funding to establish a program which would incorporate information literacy into the curriculum. Establishing working relationships to create successful collaboration required efforts on the parts of all involved. Faculty and librarians together will discuss how these relationships were and continue to be forged, how to strengthen them, and the working arrangements that contributed to project success. We will look at how effective the efforts were with students and how to keep participation and momentum after grant funding ends.

ROOM 1002

CHAIR: Ross Alexander, North Georgia College & State University, Dahlonega, GA

4:00 – 5:30 PM

ENGAGING STUDENTS USING HYBRID COURSES

Ross Alexander, Jonathon Miner, Chuck Robertson, North Georgia College & State University, Dahlonega, GA

This panel will highlight the usage of hybrid courses in college-level teaching as a means of better engaging and challenging students at all levels utilizing innovative teaching formats and technologies. Students learn differently so it is our responsibility to challenge them in various fashions. The presenters will offer examples using hybrid technologies in political science, international affairs, and psychology courses. Hybrid courses increase information literacy among students by focusing on various and alternative methods of accessing, evaluating, and using proper sources of information including web-sites, peer-reviewed journal articles, scholarly sources, popular sources, blogs, and interactive journals, among others. Information literacy is a cornerstone of the aforementioned academic disciplines and hybrid courses only help develop the skill among our students.

ROOM 1220B

4:00 – 4:45 PM

USING WITHIN-DOCUMENT SUMMARIES FOR SELECTIVE READING AND ORGANIZED WRITING

Quan Zhou, University of Wisconsin-Stout, Menomonie, WI

This presentation introduces a document format called QuikScan, a tool for selective reading and organized writing. QuikScan employs multiple within-document summaries that appear typically after a heading, synthesizing the superordinate ideas of each section. Each summary is formatted as numbered list items; the numbers correspond to numbers placed in the body of the document where the summarized ideas are discussed in full. Three studies show that QuikScan facilitates reading comprehension and information navigation, and enables writers to effectively organize their ideas.

4:45 – 5:30 PM

POOR ATTENDANCE DAY? RECORD A RERUN!

Karen Bronshteyn, Anoka Technical College, Anoka, MN

Librarians invest a lot of time in custom-tailoring one-shot workshops. When attendance is poor, and/or the students have remedial computer skills, a recording of the instruction session provides a "rerun" that students may benefit from. Pair a rerun with a short post-test for self-assessment or attendance credit. An overview of recording tools that range from free to expensive is provided.

ROOM 212*CHAIR: Nancy Noe, Auburn University Libraries, Draughon Library, Auburn, AL*

4:00 – 4:30 PM

THE NEEDS ANALYSIS: THE FIRST STEP IN LIBRARY INSTRUCTION ASSESSMENT*Anne Pemberton, University of North Carolina Wilmington, Wilmington, NC*

Using instructional design methods, specifically conducting a needs analysis, can provide librarians with a road map for designing an assessment plan for library instruction. A needs analysis can measure the gap between what faculty expect students to know and the knowledge and skills that students actually possess. Conducting a needs analysis is the first and most crucial step in determining what student knowledge and skills should be assessed after library instruction is provided. The steps of conducting a needs analysis will be provided and results of a recent needs analysis for English composition faculty and students at the University of North Carolina Wilmington will be shared.

4:30 – 5:00 PM

KEYWORDING ASSESSMENT FOR INFORMATION LITERACY CLASSES AT AUBURN UNIVERSITY LIBRARIES*Toni C. Dean and Leigh Younce, Auburn University Libraries, Auburn, AL*

Come hear about Auburn University Libraries' experience in introducing formal assessment of information literacy concepts into library instruction sessions. The presentation will focus on assessing keywording, an outcome in ACRL's Information Literacy Competency Standards for Higher Education. Discussion will include the planning process, results of the assessment, lessons learned, and the next steps.

5:00 – 5:30 PM

LIBRARIANS AS LITERACY SPONSORS: THE CONNECTION BETWEEN INFORMATION LITERACY AND WRITING*Kerry Sutherland, Kent State University, Kent, OH*

Librarians, charged with responsibility for ensuring that students are information literate, play a vital role in the instruction of written communication and information literacy assessment. This presentation examines information literacy assessments developed and used by librarians in terms of their exclusion of the necessary written skills that are part of the information literacy skills set as described by the Associations of College and Research Libraries, and suggests ways in which we can better assess these skills as a set, addressing the needs of our students more accurately and successfully.

ROOM 111*CHAIR: Rebecca Ziegler, Information Services Librarian, Zach S. Henderson Library, Georgia Southern University, Statesboro, GA*

4:00 – 4:30 PM

IT REALLY DOES MATTER!*Linda Moore, University of West Florida, Pensacola, FL*

This presentation will highlight students' access, use, and evaluation of MYCompLab's online grammar and Smart Thinking tutorials. Students' work is analyzed and compared to work done in face-to-face campus Writing Center tutoring and grammar reviews. Initial diagnostic testing compared to final diagnostic testing will verify student acquisition of grammar skills. Our analysis will answer the question of whether MyCompLab is as effective or as useful in replacing face-to-face tutoring. The results of this study of their freshmen students will be presented.

4:30 – 5:00 PM

ENSURING FACTS ARE NEVER TWISTED: THE ROLE OF EPISTEMIC LANGUAGE IN DISCOURSE OF AND ABOUT SCIENCE*Kate McKinney Maddalena, North Carolina State University, Raleigh, NC*

Using texts from academic, public, and political discourse, I use sociolinguistics to describe the slippage between what scientists "mean," and what public and political readers of science interpret. Because science is "used" to justify action in the public and political realms, such slippages deserve analysis and attention.

5:00 – 5:30 PM

FIGHTING PROFESSOR BOREDOM AND THE STUDENT'S NARROW SCOPE: A STRATEGY FOR MORE VARIED AND INTERESTING COLLEGE FRESHMEN PAPERS*Randy Howe, Fitchburg State College, Fitchburg, MA*

A college freshman paper assignment designed to move students in a less than intimidating fashion through an innovative approach to choose a topic of interest, review literature, conduct library work, write, and go through additional online checkpoints in a process that is aligned with the goals of a Communications Media department is discussed. Viewed as a win-win procedure, the resultant student papers appear more passionate and informed, covering far more diverse areas of inquiry than seen previously, which in turn has raised this professor's interest in reading them.

ROOM 1005

4:00 – 5:00 PM

GETTING CREDIT FOR IT: CONSTRUCTING INFORMATION LITERACY CREDIT COURSES*Brandy Whitlock, Instruction Librarian, Anne Arundel Community College, Arnold, MD*

This workshop will guide participants through the process of developing or re-developing information literacy credit courses. Broadly conceived, an information literacy credit course could be a composition course, an introduction to research course, a critical thinking course, or any discipline-specific course whose focus requires students to develop and exercise their information literacy skills. At the conclusion of the workshop, participants should have a solid understanding of the process of developing information literacy credit courses, a start on a proposal to create a new credit course or to revamp an existing one, and perhaps a fellow participant or two with whom they may continue to collaborate.

7:30 – 8:30 A.M. • LOBBY

CONTINENTAL BREAKFAST

8:30 – 9:30 A.M. • AUDITORIUM

KEYNOTE PRESENTATION

KEYNOTE SPEAKER*Esther Grassian**Information Literacy Librarian, UCLA College Library, Los Angeles, CA***DREAM A LITTLE DREAM OF US... UNITED FOR SUCCESS!**

Are you feeling off-balance? Overworked and underfunded? How can you keep up with all of your responsibilities, not to mention new technologies, apps, mobile environments, and social networking, when email alone takes up hours of time, while budgets, staff and open hours are cut, and class sizes keep getting bigger? How can you tell if what you are doing is effective when you have no time for reflection, and no time to develop assessment instruments, analyze the results, and make revisions? Collaborative partnerships, small and large, could help! Get insight into your institution's current partnership level, as well as ideas for expanding existing partnerships or developing new ones within and beyond your institution. Learn about big and little dreams of partners and partnerships, and how you can jump in to make it happen.

9:30 – 9:45 A.M. • BREAK

Saturday • 9:45 – 10:45 a.m. — Concurrent Presentations**ROOM 1002**

9:45 – 10:45 AM

COMPLEMENT AND COLLABORATE: PARTNERSHIP BETWEEN WRITING LAB AND LIBRARY*Melissa Whitesell, Derrell C. Roberts Library and Leslie Taylor Collins, Writing Lab, Dalton State College, Dalton, GA*

This presentation chronicles the collaboration between Writing Lab and Library to develop a series of workshops that strengthen both writing and research skills. Presenters will offer practical advice and share tips for scheduling, topics for workshops, and advertising to students and faculty.

ROOM 212

9:45 – 10:15 AM

RSCH1203: A COLLABORATIVE EFFORT TO TEACH RESEARCH SKILLS AT GPC*Pete Bursi and Beverly Santillo, Georgia Perimeter College, Dunwoody, GA*

Join this Dynamic Duo from (GPC) Dunwoody as we discuss the history and current state of a one-hour computer literacy/research course. The course has evolved from its early days when it was intended to familiarize students with Office software and college online resources to a course designed to allow students to experience the research process using both web and database sources for a real time college research assignment. We will share our experiences as we have worked in the classroom and on the curriculum committee to update and streamline the course and the in-class exercises.

10:15 – 10:45 AM

REACHING OUT, ABOVE, AND BEYOND: DESIGNING A COLLABORATIVE LIBRARY INITIATIVE TO DEVELOP HEALTH INFORMATION LITERACY SKILLS IN ACADEMIC AND COMMUNITY PATRONS*Liya Deng and Stan Trembach, Mercer University Jack Tarver Library, Macon, GA*

Having won the NN/LM State and Regional Exhibiting Award, Mercer Jack Tarver Library launched in April 2010 the "Tips for a Healthy U" outreach and instruction initiative. The presentation will share the experience of building a collaborative program to engage various units on and off-campus in promoting health information skills to academic and community users. Practical tips will be provided on developing proposal structure, curriculum design, implementation strategies, and a massive outreach effort that a project of such significance and complexity entails.

ROOM 111

9:45 – 10:15 AM

TEACHING THE MOVING IMAGE: ESTABLISHING LITERACY STANDARDS FOR FILM AND VIDEO*Dan Cabaniss and Matthew Horton, Gainesville State College Oconee, Watkinsville, GA*

This presentation will address ways in which educators can prepare themselves and their students to use film and video as vehicles of knowledge. Topics of discussion will include standards for assessing the validity and significance of film and video resources, the metalanguage necessary for discussing film, and other ramifications of using film in the classroom.

10:15 – 10:45 AM

DIGITAL STORYTELLING AND INFORMATION LITERACY*Catherine Ramsdell, Savannah College of Art and Design-Atlanta, Atlanta, GA*

Using information effectively is a big part of information literacy, and using information effectively and for a specific purpose is what digital storytelling is all about. Digital storytelling teaches students how to combine various kinds of information (including data, words, and images) to motivate, educate, persuade and/or inform. Creating a digital story will also help students learn about some of the social issues related to information literacy and will help them understand the legal and ethical considerations of using images in their work and posting their work online. Most likely students will also have a lot of fun creating a digital story. This presentation will talk about some of the benefits of digital storytelling and will provide tips for creating a digital storytelling assignment.

ROOM 1005

9:45 – 10:15 AM

COLLABORATION ACROSS LIBRARIES: A LIBRARY PARTNERSHIP TO TEACH INFORMATION LITERACY*Jeff Simpson, Rosa Parks Library, Troy University - Montgomery Campus, Montgomery, AL*

Effective collaboration can enhance the development of students' information literacy skills and contribute to academic success. This can be especially true when university and public high school librarians partner to teach library information literacy and research skills to high school seniors. Experience the successes and difficulties encountered during this collaboration.

10:15 – 10:45 AM

EASING THE TRANSITION TO COLLEGE-LEVEL RESEARCH WITH ACADEMIC LIBRARY AND HIGH SCHOOL PARTNERSHIPS*Malia Willey and Brian Sullivan, Loyola University New Orleans, New Orleans, LA*

This presentation addresses how academic library and high school partnerships can ease students' transition from high school-level researchers to college-level researchers. Librarians at the J. Edgar and Louise S. Monroe Library at Loyola University New Orleans have cultivated relationships with three local high schools by introducing high school students to the academic library in the context of their current research projects. Each partnership presented a set of logistical challenges and instructional triumphs. Drawing from experience and best practices, the presenters will provide tips on developing relationships, scheduling, borrowing privileges, lesson planning, and maintaining communication between partners.

ROOM 1220B

9:45 – 10:45 AM

TEACHING STUDENTS HOW TO AVOID PLAGIARISM WITHOUT BORING THEM TO DEATH*Sherri Brown and Jon Bodnar, Library Information Center, Georgia Institute of Technology, Atlanta, GA*

In this hands-on workshop, session facilitators and participants will examine what students understand (and do not understand) about plagiarism. Through guided discussion, group brainstorming activities, and small-group work, participants will generate ideas for lessons and activities useful for teaching high school and college students about plagiarism and related forms of academic misconduct. Participants will leave the session with concrete ideas for an engaging and interesting 50-minute lesson plan to teach students to understand and avoid plagiarism.

10:45 – 11:00 A.M. • BREAK**TWEET THE CONFERENCE SESSIONS...**

For those who would like to Tweet the conference sessions and keynote,
please use the following hashtag: #GAIL2010.

Most often the hashtag appears at the end of a Tweet, but it could be placed in the middle or at the beginning. This would allow Twitter users to search for this hashtag and find Tweets by those attending the conference, live, as they are posted, or at a later time.

For those who are unfamiliar with Twitter, accounts are free at <http://twitter.com> and Tweets are limited to 140 characters, including spaces and punctuation. This means that the hashtag characters for this conference would also count as 9 characters, limiting the remainder of a single Tweet on this Conference to 131 characters, again, including spaces and punctuation.

There is no limit to the number of Tweets you can post, though.

ROOM 100

CHAIR: Katie Mullinax, Auburn University, Auburn University, AL

11:00 AM – 12:30 PM

ETHOS, ETHICS, AND NEW MEDIA: BECOMING EFFECTIVE CITIZENS IN THE 21ST CENTURY

Katie Mullinax, Daniel Chadwick, and Ashley Clayson, Auburn University, Auburn University, AL

Contributor to this presentation not in attendance: Stewart Whittemore, Auburn University, Auburn University, AL

In "Multiliteracies for a Digital Age", (2004), Stuart Selber explains that technology and literacy are now necessarily interwoven as digital media increasingly replaces print media. Consequently, to effectively participate in democracy, Selber argues that citizens must become both informed consumers and savvy producers of digital media. Our panel considers some of the ways in which citizens currently navigate digital media to find sources of information to empower their decision-making and speculates on ways in which they could do so more effectively in the future.

ROOM 1220A

CHAIR: Claire Deal, Hampden-Sydney College, Hampden-Sydney, VA

11:00 AM – 12:30 PM

BEYOND WORDS: LEARNING THE LANGUAGE OF STUDIO PRACTICE

Claire Deal, Hampden-Sydney College, Hampden-Sydney, VA; Beverly Rhoads, Lynchburg College, Lynchburg, VA & David Higginbotham, Hampden-Sydney, VA

Students engaged in the visual and performing arts must learn both conventional strategies of information literacy (using words and texts) as well as strategies particular to studio practice. We will examine artists' use of an abstracted "language" that moves beyond words to the visual, aural, and kinesthetic.

ROOM 111

CHAIR: M. Leslie Madden, Georgia State University, Atlanta, GA

11:00 – 11:30 AM

COLLABORATION BETWEEN LIBRARIAN AND INSTRUCTOR - KEYS TO SUCCESS

Kristin Heathcock & Teresa Galloway, Hillsborough Community College, Plant City, FL

Collaboration between librarian and instructor is a key to students' success in obtaining information literacy skills. Librarian Kristin Heathcock and English Instructor Teresa Galloway work collaboratively to ensure students gain these skills. As students progress through College Success to English I to English II, they gain increasingly complex information literacy skills.

11:30 AM - Noon

CRITICAL COLLABORATIONS: LIBRARIANS & CLASSROOM FACULTY PARTNERSHIPS

Devin McKay and Sheila Beck, Queensborough Community College, The City University of New York, Oakland Gardens, NY

Undergraduate students need to be able to know how to find information, know when they need more to complete a given task and evaluate the appropriateness of what they've found. Librarians must partner with classroom faculty in order to introduce students to these ideas and then the concepts must be reinforced throughout the student's college career. These are critical collaborations. The presenters will describe a project where such a partnership occurred.

Noon – 12:30 PM

EMBEDDED LIBRARIANS: BUILDING RELATIONSHIPS WITH THE HONORS COLLEGE

Jenna Rinalducci, George Mason University, Fairfax, VA

Collaboration between the Honors College and Mason Libraries has grown exponentially this past year, and librarians are now embedded in the research methods class. We developed strategies for meeting the information needs of students and faculty both in person and online. Learning from this collaboration, we hope to evaluate our progress and make adjustments as needed. We also hope to apply the lessons learned from this collaboration to other areas of the curriculum.

YOU ARE INVITED TO SUBMIT CONFERENCE MATERIALS ON EAGLE SPACE

**Presenters: Submit your handouts, PowerPoints, or additional conference materials
for our online Eagle Space account.**

Send your files to Marie Williams at marieawilliams@georgiasouthern.edu by October 15th to be uploaded.

To view conference materials on D Space please visit the following link:

<http://eaglespace.georgiasouthern.edu/jspui/handle/10518/1893>

**In the search box you may browse for the desired presentation by keyword, title or author. There will be a
link on the conference website.**

Thanks again for your participation and a spectacular conference!

ROOM 1220B

CHAIR: *Janice Walker, Associate Professor, Department of Writing and Linguistics, Georgia Southern University, Statesboro, GA*

11:00 – 11:30 AM

"IF YOU BUILD IT, THEY WILL CHEAT:" HOW TO PREVENT CHEATING IN A HYBRID ONLINE COURSE

A. DiAnn Courtoy, Albany State University, Moultrie, GA

Using Learner-Centered Assessment techniques with Blackboard assignments gives students fundamental Information Literacy, especially how to find, evaluate, synthesize, and present information from multiple sources without plagiarizing.

11:30 AM - Noon

CRITICAL LITERACY AS A MODEL FOR NAVIGATING ONLINE INFORMATION

J. Patrick Tiedemann, Georgia Gwinnett College, Lawrenceville, GA

Information Literacy has a long history as a discipline focused on teaching students to make sense of and effectively use the vast and qualitatively variable sources they encounter. The emphasis has been on the technical ability to locate the information that is available and to think critically about the accuracy, biases and authority of resources encountered. This presentation describes a Critical Information Literacy approach to using blogs and 'glogs' to establish critical metacognitive instructional dialogues that encourage students to examine the social, cultural, and political nature of information itself.

Noon – 12:30 PM

WHAT GOOD INFORMATION FEELS LIKE: EVALUATION IN THE CONTEXT OF EXPERTISE

Robert Farrell, Leonard Lief Library, Lehman College, CUNY, Bronx, NY

This presentation seeks to apply Hubert Dreyfus' phenomenological theory of skill acquisition to the area of information evaluation. Briefly stated, Dreyfus sees expertise as characterized by an "immediate intuitive...response" to situations that require decisions or actions of one sort or another. One becomes an expert by passing through a number of earlier stages that rely upon rules, checklists, or other criteria that must be kept in mind during the practice of the skill. In skill acquisition, the ultimate end in view is to arrive at a point where such mechanical reflection is unnecessary, where decision making within the skill domain becomes "non-cognitive," second nature. Translated to the area of information evaluation, we might say that expertise gives one a "feel" for what's useful or less useful information. I will argue for the importance of providing students with a metacognitive understanding of what it means and, more importantly, what it feels like to be an "expert" evaluator of information in order to see the phase of relying on checklists as one step in a process rather than as an end in itself.

ROOM 1002

11:00 – 11:45 AM

TO BE READY FOR ANSWERS, WE HAVE TO HAVE QUESTIONS

Laura Hauser, Principal Librarian, DeKalb County Public Library, Decatur, GA

How do we work with "disconnected" youth who want something but aren't sure what? They have information literacy needs, but often we have to help them frame their questions before we can help them find the answers they need. We will consider various ways to handle interactions with the "disconnected" in our work to improve information literacy.

11:45 AM – 12:30 PM

RETHINKING INFORMATION LITERACY INSTRUCTIONS IN THE DIGITAL AGE

Lili Li, Information Services Department and Lori Lester, Government Documents Librarian, Henderson Library, Georgia Southern University, Statesboro, GA

This presentation is intended to begin the process of defining a new information literacy model in the digital age. Based on the Big 6®, one of the well-known information literacy teaching models, this presentation discusses innovative teaching approaches for information literacy instruction in service-oriented and student-centered academic learning environments. This presentation focuses on how to access, search, and use multi-format and multimedia information effectively and safely in the ever-changing digital age.

ROOM 1005

CHAIR: *J. Lea Smith, University of Louisville & College of Southern Idaho Twin Falls, ID*

11:00 – 11:45 AM

HISTORICAL FICTION WITH A TWIST

Pamela Bauer Mueller, Author, Jekyll Island, GA

Pamela Bauer Mueller walks you through the steps of writing the historical novel, with a twist. Children eagerly absorb Georgia's history through the novel form, bringing to life real people such as antebellum slave Neptune Small, and Mary Musgrove, Georgia's Creek Princess who ensured the survival of General Oglethorpe's colonial settlers. Her newest novel describes the 54 years of the Millionaires' Jekyll Island Club history through the voices of four of their employees.

11:45 AM – 12:30 PM

10 BUCKS=10 GREAT IDEAS: DOLLAR DAZE AND THRIFTY FINDS TO ENGAGE STUDENTS IN LITERACY AND LEARNING

Julia Andreacchi, Sir William Mulock S.S., The York Region District School Board, Newmarket, Ontario, Canada

Utilize the magic of dollar and thrift store finds to deliver a novel study that "rocks". This workshop will demonstrate how the teacher-librarian and classroom teacher can collaborate to repurpose a number of finds to create activities that engage students in inquiry, critical thinking and reflection. Join us in this adventure. The buck stops here.

ROOM 217

11:00 – 11:45 AM

ELOQUENTIA: MAKING WRITING RELEVANT THROUGH IMMERSIVE WRITING PROJECTS

Daniel Ruefman, Georgia Southern University, Statesboro, GA

This presentation examines "Eloquentia," an immersive writing project integrated into the college writing curriculum at Westmoreland County Community College (WCCC). Linked to David A. Kolb's experiential learning theory, this project transcended the boundaries of the writing classroom by engaging students with writing, revising, editing, and design processes in the creation of a professional publication. Learn how these projects immersive writing projects bridge the classroom with the real world and can assist students in the development of multimodal writing skills that will benefit them long after the end of the semester.

ROOM 111

1:00 – 4:00 PM

UNDERSTANDING STUDENTS' USE OF SOURCES THROUGH COLLABORATIVE RESEARCH

Facilitators:

Rebecca Moore Howard, Syracuse University

Nicole Chantelle Howell, Syracuse University

Sandra Jamieson, Drew University

Kelly Kinney, Binghamton University

Kathryn Navickas, Syracuse University

Tricia Serviss, Auburn University

Missy Watson, Syracuse University

Workshop participants will be introduced to methods of textual analysis developed in the Citation Project <citationproject.net> and will engage in hands-on practice of these methods. This form of analysis reveals how effectively students are understanding and using the sources they cite; it serves as a valuable means of faculty development; it can be used for course placement and program assessment; and most of all, it can be used to develop pedagogy that teaches students how to engage with their research sources rather than plagiarize from them. Participants in this workshop will practice methods of textual analysis that they can use for their own purposes in writing program administration, teaching, and scholarship, and will also have the possibility of participating in ongoing research in the Citation Project.

The Citation Project is a multi-institution research project whose purpose is to compile an aggregate description of how college students use the research sources that they cite. Studying papers gathered from a variety of colleges, researchers read the papers and their sources as they pursue answers to a variety of questions, such as what types of sources students choose; how readily those sources can be retrieved by readers; the extent to which students' papers reveal an engagement with the sources being cited; the frequency with which students use quotation, paraphrase, patchwriting, and summary; whether students' choice of quotation, paraphrase, patchwriting, and summary correlates with the difficulty level or genre of the source they are citing; and whether any of these four strategies tend to be used in the early or later part of the student's paper, suggesting that they are strategies to which students resort as they become fatigued or pressed for time.

The data gathered from this research furthers our understanding of underlying issues in students' source-based writing, so that more effective pedagogy can be developed. Currently, writing faculty and librarians introducing students to research and source-based writing focus most of their attention on instructing students in citation systems and source analysis, installing honor codes, and/or adopting plagiarism-detecting software. Randall McClure and Kellian Clink's study of student source selection decisions indicates the need for "alternative approaches to information literacy instruction". The Citation Project is designed to further our understanding of student source selection and use and explore the hypothesis that students' instructional needs are far more complex than we have imagined, calling for fresh, nuanced instruction in critical reading, building arguments from syntheses of sources, and the rhetorical uses of citation.

